

Succession Planning Report

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The Office of Strategic Management Planning (OSMP) is responsible for a wide array of related/connected issues. This report is an attempt to define and discuss succession planning and identify links to other issues being addressed within OSMP.

Strategic management of human capital is one of the five government-wide initiatives in the President's Management Agenda. The President's vision for government is that it should be citizen centered, results oriented, and market based. Strategic management of human capital aims to attract and retain talented and imaginative people in the government in order to improve the services provided to the public. This is not a human resource initiative but a leadership issue intended to ensure an efficient and effective workforce.

Workforce planning ensures that the right people with the right skills are in the right place at the right time. Planning for human resource needs is one of the greatest challenges facing managers and leaders. In order to meet this challenge, a uniform process that provides a disciplined approach for matching human resources with the anticipated needs of NIH is essential.

As NIH develops strategies to support the achievement of both long term and annual performance goals in the strategic plans, workforce planning is a key management activity. Workforce planning must be directly linked to a broad based management strategy that encompasses several processes including succession planning.

What is Succession Planning?

In Effective Succession Planning, William Rothwell defines succession planning as a deliberate and systematic effort by an organization to ensure leadership continuity in key positions, retain and develop intellectual and knowledge capital for the future, and encourage individual advancement¹. Succession planning establishes a process that recruits employees, develops their skills and abilities, and prepares them for advancement, all while retaining them to ensure a return on the organization's training investment.

Succession planning has been an ongoing process in the private sector for many years. Some companies use replacement charts with key employees identified for short and long term positions and a plan of action for grooming. Since succession planning is an integral part of human capital management and currently 47% of NIH SES are eligible for retirement, we need to understand the concepts and use available tools in order to ensure that there will be highly qualified people in leadership positions at NIH- not just today, but tomorrow, next year, and five years from now.

Some early stages of succession planning include identifying workforce developmental needs and determining workforce trends and predictions. The National Academy of Public Administration's 1997 report on succession management defines it as a deliberate and systematic effort to:

- Project leadership requirements qualitatively and quantitatively
- Identify a pool of high potential individuals with the capacity for development to senior leadership positions
- Develop those candidates through planned developmental work experiences, training, education, and personal growth
- Select leaders from the pool who are best prepared, using a set of competencies; this may be on an individual basis or as a top leadership team.²

What are the characteristics of effective succession planning?

The Academy identifies eight Benchmark Principles for Managing Succession and Developing Leaders³.

Benchmark Principles for Managing Succession and Developing Leaders

1	Top organizational leaders are personally involved and deeply committed.
2	Succession management processes are relatively simple and flexible and are integrated with strategic plans to identify leaders who meet evolving organizational needs.
3	Succession programs are owned by line managers, supported by human

	resource staff, integrated in HR processes, and consistent with the organization's culture.
4	A pool of high-potential leaders is identified early and developed, rather than relying on a slate of replacements for current positions.
5	Leader competencies are identified and regularly reviewed or updated. Candidates are assessed and developed against those competencies.
6	Reviews to identify high potential candidates and developmental measures, and to assess progress, occur regularly, involving all levels of the organization.
7	Leader development uses three complimentary means: self-development, varied job assignments, and education/training.
8	Senior leaders identify developmental goals or individuals and managers, expect them to achieve the goals, and hold them accountable.

There is much consensus in the literature on the factors common to succession planning and development programs; however, the manner in which they are applied varies. For example, in some organizations the chief executive officer (CEO) drives the process independently; in others, a succession committee of senior executives steers the effort. Hands-on involvement and commitment of top leadership is visible in both methods. Similarly, line managers play central roles in all cases- guiding, counseling, and assessing. In best practice organizations, top leadership and senior line managers view leadership as a strategic resource that can generate a competitive advantage. In such organizations, candidates are considered corporate assets, rather than resources that belong only to one organizational manager.⁴

Why do succession planning?

There are at least five important reasons why federal managers should concern themselves with succession planning⁵.

1. Developing an organization that transcends current leadership.

Managing development of leaders from within the organization provides a powerful tool for imbedding core values.

2. Return on Investment. Although difficult to quantify, the federal government may be wise to follow the lead of industry, which pays close attention to succession planning as a business investment. Returns on investment may include improved morale, reduced staff and management turnover, and reduced hiring and training costs.

3. Organizational Survival. Given the reduced size of the federal workforce, organizations that grow their own leaders should be more capable of retaining that leadership.

4. The President's Management Agenda. One of the five management initiatives on the executive agenda is strategic management of human capital, which

aims at recruiting, retaining, and preparing the current and future workforce in order to improve the services provided to the public.

5. The Government Performance and Results Act (GPRA). GPRA requires that human resource requirements be identified in both strategic plans and annual performance plans.

What are the Steps Used to Manage Succession Planning?

Succession planning addresses one major aspect of human capital management, the deliberate and systematic effort to project leadership requirements. We also need to identify a pool of high-potential candidates, develop competencies in those candidates, and select leaders from the pool.

In 2001, a team of eight professional federal employees of the USDA Graduate School, Leadership Development Academy sought to address the issue of succession planning and present easy-to-use concepts to encourage succession planning by federal managers at all levels⁶. Using The National Academy of Public Administrations' 1997 report on succession management as a foundation, the team reviewed current statistics on federal employment and derived and adapted tools for achieving succession planning from government, non-profit, and private sector resources.

The six steps of succession planning below are practical, simple, and useful in implementing and managing succession planning. They were adapted from the Academy's 1997 study, the USDA Graduate School Report, OPM's recommendations for workforce planning, and outside literature sources.

Step 1: Getting a Leadership Commitment and Developing Objectives of Succession Plan

Obtaining a leadership development commitment is the starting point for initiating succession planning because the success or failure of a leadership development program depends on the personal involvement and commitment of top organizational leaders. An accepted practice would be to make a business case for succession planning, assess the costs, tradeoffs, risks, and expected benefits of developing future leaders in the organization.

Rothwell discusses the importance of using a top-down approach to succession planning that is directed from the highest levels. In the private sector, the corporate board of directors, CEO, and other top managers oversee program operations-with or without the assistance of a succession planning coordinator, a leadership development specialist, or a human resource generalist assigned to help with the program. The high-level leaders make decisions about how competence and performance will be assessed

for present positions, how future competence and potential will be identified, and what developmental activities will be conducted with a concentration toward preparing individuals for advancement and building the organization's leadership talent⁷.

Top leadership might feel it necessary to perform an organizational assessment in order to complete a gap analysis to evaluate what changes the organization will have to initiate or undergo if it wants to move successfully from its present state to an envisioned future state. Performing an organizational assessment enables the top leadership to delineate problems, workforce challenges, and potential barriers to succession planning, including factors unique to the Federal Government.

In addition to obtaining a leadership commitment, it is essential to develop some of the main objectives of the succession plan by identifying the priorities for leadership development and succession within the organization. For example, training and developing potential coaches and mentors for future leadership development programs is an important objective in the succession process. Mentoring and coaching have been the subject of growing attention in recent years as leadership development programs have recognized that individual development is heavily influenced by the on-the-job work training and development⁸.

Step 2: Identify Leadership Competencies and Communicate Objectives

The identification and selection of high potential individuals as leaders by communicating succession priorities and required competencies is necessary in order to assess interested candidates, factor diversity interests, and form a pool of candidates for leadership development.

Required competencies define clusters of behavior, knowledge, and motivations that are related to job success. In Growing Your Own Leaders, Byham et al. discuss the usefulness of competencies as a means of refining the vision, values, strategy, and desired results into a common language that can be supported by key elements of succession planning⁹.

Competencies must be well defined and tested for reliability and understanding. This is important because all of top management must speak the same language and look for the same behaviors when considering candidates for open positions and promotions.

The Centers for Disease Control and Prevention (CDC) has adapted foundational competencies for leaders at all levels. By conducting focus groups and interviews within the organization, CDC was able to establish what competencies the workforce found to be important and compared and contrasted them with the competencies provided by literature and OPM. After performing many analyses on the results of the focus groups, CDC was able to prioritize training and executive development programs toward reducing the competency gaps identified in the process¹⁰.

The Office of Personnel Management (OPM) performed a similar process for identifying competency gaps and for validating leadership qualifications. Focus groups were again conducted with managers in all major programs in the agency. These focus groups tackled such questions including but not limited to:

1. How do you envision the work of your organization in 5 years?
2. How will the leadership cadre change and what skills will the future leaders need?
3. What competencies currently need future development?

OPM found that the competencies given by response were very much aligned with the five Executive Core Qualifications for SES development: (1) leading change, (2) leading people, (3) results driven, (4) business acumen, and (5) building coalitions/communications. Their next step was to review workforce demographics and predict retirements and future recruitment needs. Two approaches were derived for leadership development of high potential leaders/managers, a targeted approach and a broad based approach. A targeted approach to development of high potential leaders/managers consisted of focusing on a small number of individuals who fulfilled all of the competencies and were performing at the highest levels in their divisions. This approach promoted a high return on investment because of the intense efforts and resources that went into developing each individual in this small group of high potentials. Conversely, a broad based approach to leadership development made an attempt at developing as many high performing employees as possible. Trying to develop as many future leaders/managers as possible is both expensive and lacks the personal touch needed to identify and track competencies. A broad based approach, however, does enlarge the pool of candidates for leadership development¹¹.

These competencies and objectives must then be clearly communicated. It is important to advertise the program and be sure that application procedures are simple, fair, and accurate. Once employees have had the opportunity to review the competencies and express an interest, the manager can then begin assessing potential candidates.

Step 3: Determine the Size of the Future Leadership Pool Required

It is essential to conduct an analysis of workforce trends and predictions, retirements, and turnovers in order to determine the size of the future leadership pool required and develop budget plans. Senior leadership staffs in every critical program area of the NIH are becoming eligible for retirement in larger numbers each year. Currently 47% of NIH SES is eligible for retirement, which causes a great need to analyze the trends of retirement and determine what leadership positions will need to be filled. It is also important to make sure that the succession plans are in concert with all aspects of the Workforce Plan, the Human Capital Plan and the Strategic Plan.

Step 4: Identify and Select High Potential Individuals as Leaders

From the leadership pool identified by establishing competencies and requirements, we can conduct selection of future leaders/managers. It is possible to assess potential candidates using methods such as a 360-degree assessment. There are drawbacks to solely relying on 360-degree assessments such as time involved, costs, and failure to recognize that responses are only individual perceptions of performance. Also, a succession board or steering committee may be used to select candidates for development. It is important that the assessment process provides a clear identification of candidate strengths and weaknesses, which then can be built upon or addressed in subsequent development programs.

Byham et al. recommends having each major part of the organization nominate people, basing the choice on job performance and an agreed upon criteria of potential. Following this, a senior management committee reviews the nominations against defined criteria and competencies and decides who is admitted into leadership development programs¹².

Step 5: Leadership Development Plan Creation

Once succession priorities have been identified, and individuals have been assessed and selected for leadership development, the actual process of leadership development can begin. The scope and extent of the individual leadership development activities can vary, with greater resources placed on higher potential employees. The National Academy of Public Administration identifies three “pillars” of leadership development plans: self-development, varied job-assignments, and education and training. All three are discussed in greater detail later on. The standards of leadership development determined by identifying competencies allow for the preparation of Individual Development Plans (IDPs) for the selected leadership pool. It is possible to adapt an existing Leadership Development Plan into an Individual Development Plan or create a new one. Mentoring and coaching also come into play when developing individual plans.

Step 6: Evaluate Succession Plan

Any succession planning program will require resources, including actual costs for training and time for planning and implementation. In the private sector, companies usually do not expend resources without first determining their expected Return on Investment (ROI). This has not traditionally been the practice in the Federal Government. Little effort has been placed on determining the expected returns on investment on human capital due to difficulty in accurately measuring the effects of succession planning. Managers may seek to determine, either qualitatively or quantitatively, the expected ROI from the succession planning program before a decision is made to proceed. Succession planning is a form of human capital investment

and its evaluation has merit in developing assessments of these programs. It is necessary to evaluate and continuously improve the effectiveness of the organization's succession planning efforts, ensure top management involvement and conduct periodic executive board reviews. Also, IDPs should be checked frequently and revised as needed.

Corporate Leadership Council studies indicate that non-Federal development practices are, for the most part, similar to Federal agencies. The major difference is the tendency outside the Federal Government to focus more on individual needs and to formalize development plans through the use of IDPs¹³.

Leadership Development

Leadership and management development is a major component of the succession process. In best practice organizations they are strongly and strategically linked. However, many organizations, including those in government, simply provide leadership development experiences, typically manager or leader training and education, without reference to any systematic, formal or strategic process of projection, identification, or future selection.

The transition from professional staff member to a position of leadership is often difficult especially in the scientific field. Making that transition a success is critical to the morale and commitment of employees and the success of the organization. A good example of this that NIH might relate to our scientists is the NASA example. NASA scientists were having difficulty relating to the HR language regarding measurements of human capital. The NASA human resource professionals were only successful in getting the scientists involved with human capital when the language was adapted to the scientific community. For example, discussing and measuring "behaviors" was changed to focusing on "indicators."

There are important attributes of leadership development that can apply to both administrative and scientific functions. The Academy identifies three pillars of leadership development¹⁴.

1. Self Development

Responsibility for making maximum use of job and educational opportunities rests with the individual, who must be a lifelong learner. Matching the organization's commitment to development, the individual should engage in self-learning, extensive professional reading, participate in professional organizations, conferences and workshops, complete vendor courses, seek feedback from peers and subordinates, find a mentor, and engage in business projects beyond the immediate job task. Benchmark organizations place far greater responsibility upon individuals to develop themselves to achieve leadership competencies.

2. Varied Job Assignments

Being required to produce results in varied positions and contexts is critical to leader development. Pace-setting programs intentionally rotate high-potential candidates across functions, organizational elements, and geographic regions for development purposes. Candidates are appointed to project teams to assess and correct organizational problem areas, create visibility opportunities for high-level presentations, assign them as executive assistants for senior staff, and use short-term exchanges. These assignments should be real jobs as project managers, functional leaders or division deputies. The most visible trend in developing leaders is a strong shift in emphasis toward this type of on-the-job approach. In the private sector, most leadership development currently arises from this method. Government-wide SES Candidate Development Programs promote rotational assignments as one of the criteria for completion of the program.

3. Education and Training

Best-practice organizations use formal internal and external programs to expand leadership knowledge and skills. To do this, they periodically extract the developing leader for job tasks. Action learning is especially valuable as leaders form multi-functional and multi-cultural teams to resolve actual issues confronting officials a level or two above the participants. Senior corporate leaders select tasks and provide feedback on process and product. Future leaders also should participate in the deliberations and development that is provided to current leaders and executives. Internal education organizations and programs also instill corporate values, convey strategic direction, and cement networks, thereby building a cohesive approach to change.

Mentoring

Mentoring is another leadership development tool that has shown a sound track record of benefiting the developing leader and the organization. Combining elements of role modeling, coaching, feedback, and sponsorship, mentoring casts the senior manager in a role common to leaders- the role of a coach. It also appears that self-selection of mentors on an informal basis, rather than a formal program where assignments are made, has far greater opportunity for success.

Leadership mentors are managers with a broad range of organizational knowledge and experience who are willing to help with a candidate's development, career advancement, and personal adjustment to the challenges that come with moving up in the organization. A mentor is usually not in a direct-line relationship with the candidate and often is at a higher organizational level than the candidate's immediate manager.

Leadership Development Programs (LDPs) and University Programs

Creating a leadership development plan for the organization can begin once succession priorities have been identified and individuals have been assessed and selected for leadership development. The LDP can be viewed as a specific program for developing leaders, whereby succession planning accounts for the aggregation of leadership development needs, activities to address those needs, and measurement of leadership readiness across the organization.

In his paper *Creating a Leadership Development Program: Nine Essential Tasks*, Robert Pernick examines some tasks and steps needed to create a comprehensive leadership development program. These tasks and steps for creating this type of program are in correlation with and overlap the step-by-step process of succession planning¹⁵.

Pernick's suggestions include creating program selection criteria and defining leadership competencies, which correspond with identifying leadership competencies and communicating objectives. Standards must be assessed for leadership qualifications and critical skills for all levels of leadership must be established. Selection criteria and leadership competencies might be set at the five SES core qualifications or they might be adapted to better fit a particular organization's development needs.

Universities and other innovative academic institutions are leading the way into meaningful service to the public sector. Executive education programs can provide leadership development for individuals coming into a leadership position or individuals looking to advance their current leadership positions. The Appendix includes a few of the degree and non-degree programs that exist for executive leadership development.

Best Practices in the Private Sector

According to Robert Fulmer and Marshall Goldsmith in The Leadership Investment, best-practice organizations grow leaders as opposed to buying them. Best-practice organizations emphasize that their top leadership comes from within the company. Senior executives tend to be products of the leadership development system, groomed from the beginning to take on increasing responsibilities¹⁶.

Hewlett-Packard (HP) has been praised for its leadership development programs. HP makes a distinction between leadership and management in its formal program and through senior management. Management is about measurement and results; leadership is how you get there.¹⁷ Within HP's Corporate Education program is the Business Leadership Development team. This group focuses on executive development and overall leadership development, and it is responsible for all training specific to leadership. Prior to the formation of the team, many businesses within HP used their

own preferred leadership models. Through benchmarking and working with small focus groups, the team realized that there was significant overlap in these leadership models and put them together into one High Performance Leadership Model. Using this new model, HP identified a set of competencies to distinguish its leaders.

High performers at HP frequently do not have a master career plan. They simply get tapped on the shoulder for each subsequent job within the company. This natural process has worked well for HP and only recently has a more systematic growth of leaders started to take place at the company. The Business Leadership Development Team has created the Accelerated Development Program to provide an opportunity for leaders to develop skills that will help them take on new challenges. The nominating process for this program is once a year and nominations must be submitted by a manager and supported by his or her business unit. The HP businesses send the team a prioritized list of nominees for the Accelerated Development Program. There are usually over 100 applicants for the 48 slots. People are selected by a cross-functional, cross-business group of Accelerated program alumni who serve as a collaborative review team. The annual Accelerated class is balanced according to culture, ethnicity, race, and gender and classes are intentionally kept small to allow participants access to HP's senior executives serving as mentors. Beyond the Accelerated program, most other programs in the Business Leadership Development are open and employees are allowed to self-select into them or be nominated by their managers¹⁸.

Johnson and Johnson Co. has also come up with ways to identify high potentials for leadership development programs. By using a 360-degree evaluation process, J&J reviews all business unit heads, management board personnel, direct reports to the management board, and all other high potentials for leadership positions. Starting at the department level in January, managers must go through their organization and identify high-potential talent, work on development plans, and identify people in trouble. After this process is completed at the department level, it is carried out at the company level, the corporate level, and then the operating group level. At the Group Operating Committee Review, senior executives identify the following: critical positions; word-class business leaders; world-class functional leaders; and gaps in the succession plan, developmental plans, and recruiting plans. In the final step of the 360-degree review, the Executive Committee identifies and agrees upon high potential senior management candidates, action plans, and timetables¹⁹.

General Electric (GE) openly ties leadership development to succession planning. All employees are rated in nine-block systems for the annual review. The review includes discussion about employee performance and their adherence to the values in GE's value statement. This system features a chart on which an employee's bottom line performance is rated on one axis, with adherence to GE values on the other axis. Those who do not make their performance numbers but do adhere to GE values are given a chance to improve those numbers and get a higher rating. Those who make their

numbers but do not demonstrate the GE values are rated low in the four-level model, which gauges promotion suitability. Those who do neither are rated lowest.

Senior managers use a targeted-approach towards leadership development, spending most of their resources developing the best and the brightest. They see that approach as delivering the most mileage: creating both role models and alignment on what is valued. GE's Corporate Leadership Development program at Crotonville, NY is targeted at developing high-potential individuals, people the organization refers to as its "A Players." Each year GE trains about 10,000 of its approximately 300,000 employees²⁰.

In *Developing Leaders: How Winning Companies Keep on Winning*, Fulmer et al, developed five essentials that help managers get the most from leadership development programs. They claim these essentials allow companies such as Hewlett-Packard and Johnson and Johnson to be successful in implementing leadership development programs. They define the five managerial essentials to leadership development success as: (1) awareness of leadership development initiatives, (2) anticipation of significant trends and predictions that will affect business, (3) action towards discovering what business results have originated from the company's leadership programs, (4) alignment of succession planning profiles and major leadership and development agendas, and (5) assessment of whether leadership-development activities have been successful²¹.

Best-practice organizations use the goals of the their leadership-development programs as guides to putting the right people in the right programs.

Leadership Programs at NIH and Other Federal agencies

Here at NIH, the Management Cadre Program was established to train and qualify successful and highly motivated NIH employees currently at the GS/GM grades 12, 13, or 14 levels to help meet future leadership staffing needs. This program provides a combination of on-the-job training, academic courses, and selected short-term assignments to prepare individuals to compete for advancement and/or career change to leadership positions that include administrative or managerial responsibilities. Also the NIH Leadership Development Program has been developed to assist our senior scientists and administrators in developing the leadership competencies necessary to meet the leadership challenges at NIH.

NIH currently participates in the Presidential Management Intern program and houses its own Management Intern program as well as other leadership development programs for high-level managers. We have also made a substantial commitment to supporting interns in the new HHS Emerging Leaders internship program.

NIH is also actively working with the Department and the other OPDIVs to help create a HHS University. This concept will enable us to have consistent training programs and

shared best practices across the Department. When implemented, the University will be a critical component of the NIH strategy to provide staff with the training and career development services necessary to fulfill future needs.

The concept of growing-your-own-leaders has been successful in organizations that have tried to replace leaders from dwindling pools of external and internal candidates. In Growing Your Own Leaders, William C. Byham, et al., promote growing leadership from within the organization due to the positive message that it sends throughout the workforce. Promoting from within is consistent with an empowerment philosophy that encourages people to take on responsibility, assume risk, measure outcomes, and grow through their achievements. Conversely, by failing to promote from within, companies risk losing good employees and their intellectual capital²².

The federal government also boasts successes in the area of growing leaders from within an agency. These leadership programs are integral parts of the succession process. Many agencies have already incorporated high potential leadership training into their agency leadership development programs.

The Nuclear Regulatory Commission (NRC) has created an SES Candidate Development Program that is tailored toward the agency. The NRC has a tendency to “grow its own” leaders from within the agency. Candidates participate in a variety of developmental activities to prepare them for success in the SES. They design an Individual Development Plan to use as a blueprint for their learning. In addition, they must complete at least 80 hours of external training that addresses the SES Executive Core Qualifications, complete NRC core management courses, participate in a group project, and spend at least four months on rotational assignments.²³

The Internal Revenue Service (IRS) has also developed a similar SES program designed to identify outstanding persons with demonstrated leadership competencies and prepare them for executive positions. IRS has also expanded the basic OPM ECQs for managerial qualification requirements. Applicants of the SES Candidate Development Program must possess knowledge, skills and abilities in the Core Responsibility Areas at a sufficiently high level of difficulty that would normally be gained at the GS-14 or GS-15 level in the Federal Service. These include leadership, employee satisfaction, customer satisfaction, business results, and EEO execution.

Other agencies such as the Department of Labor and Department of Education have similar high potential development programs.

Succession planning is a crucial process that recruits employees, develops their skills and abilities, and prepares them for advancement, all while retaining them to ensure a return on the organization’s training investment. Best practice organizations use succession planning to develop and maintain strong leadership and to ensure they address all the skills and

competencies required for today's business environment. Due to the potential increases in retirement eligibility in the Federal Government, we need to cultivate leadership skills from within in order to improve morale and have qualified individuals ready to assume open leadership positions.

Appendix

Academic Programs (Degree)

Harvard University

The John F. Kennedy School of Government at Harvard University offers an array of teaching programs, including two-year and mid-career master's degree programs, as well as executive education programs and seminars designed to meet the needs of appointed, career, and elected officials in the government. The Mid-Career program is specifically designed for experienced professionals in the most productive years of their careers. These professionals are seeking to develop new and useful skills or to pursue emerging intellectual interests. The Executive Programs Division offers seminars for professionals seeking to advance their skills in such areas as leadership development, conflict resolution, strategic management of public agencies, and public sector negotiations.

Syracuse University

The Maxwell School of Citizenship and Public Affairs at Syracuse University offers a variety of Executive Education Programs ranging from academic programs to executive training and development programs. The Executive Education offers five academic programs with an emphasis on public administration. The degree programs include masters in public administration, economics, and international relations. Also available is a Certificate in Public Administration that is offered as an alternative to the master degree programs.

Participants are mid-career individuals interested in expanding their knowledge and skills to better serve the public sector.

The Executive Education Programs also organize and deliver customized, short-term, non-degree executive development programs that address the challenges of managing in today's rapidly changing operational environment. The principal training goal is to provide outstanding educational opportunities for professionals who wish to improve critical management skills, and, at the same time, learn about the innovation, change, and reform that is occurring in management globally. The Maxwell Certificate of Advanced Public Management includes such courses as Leadership and Organizational Culture, Integrating Public and Private Management, and Leadership and Organizational Change.

American University

The Key Executive Master's in Public Administration at American University is a program designed to meet the executive development needs of senior government managers and those in profit and nonprofit organizations who work with government officials. A 20-month course, the Key Executive includes the major areas used in certifying candidates for the Senior Executive Service. As a GS-13 or above (or the equivalent in the military, state or local government, or an associated organization),

professionals find the Key Executive an invaluable route to earning an MPA while working full time.

American University in conjunction with The Office of Personnel Management also offers an Executive MPA program that is intended to serve experienced managers with the potential to move into the Senior Executive Service.

Massachusetts Institute of Technology

The Sloan Fellows Program is a highly selective one-year MBA program designed for mid-career managers preparing for general management and leadership roles. Participants of the program usually have 10 to 15 years of professional work experience since completing an undergraduate degree with demonstrated on-the-job potential for senior level leadership.

Carnegie Mellon

The Heinz School at Carnegie Mellon offers Executive Education Programs with a wide range of innovative degree programs and certificate programs in public interest fields taught by faculty known for their teaching and research expertise. These programs include the Senior Executive Seminar, the Leadership Development Initiative and the Chief Information Officer Institute.

They also custom-design educational programs for executives, managers, supervisors and professionals in specific organizations. For professionals desiring a master's degree program, the Master's of Public Management and the Master's of Educational Technology Management are geared toward working professionals seeking to advance in or change careers.

The Master's of Public Management program is designed to capitalize on students' unique experiences as working professionals by offering specialized training in management, organizational behavior, analytic techniques and communication skills, in addition to broadening their understanding of social, political, technological and economic processes.

Leadership Development Seminars (Non-degree)

The University of Michigan School of Business offers programs for both the newly appointed manager and the senior manager. The Basic Management for the Newly Appointed Manager Seminar offers skill development training such as how to successfully transition from employee to manager and how to boost effectiveness in managing operations and people. The Management Development Program is developed for the senior managerial position in a functional area.

The National Leadership Institute is a part of University of Maryland University College and dedicated to serving the education needs of adults in the workforce. The Leadership

Development Program (LDP) has been praised for its personal and practical approaches to leadership development. The program stimulates long-term improvements and change in leadership style and behaviors by blending in-depth assessment, individual feedback and coaching, change management, and activity based learning. The LDPs range from open-enrollment programs to individualized executive coaching. The Institute delivers several Creative Leadership Center licensed programs in the fall and spring.

Within the Office of Personnel Management, The Management Development Centers and Federal Executive Institute are exclusively dedicated to building the leadership skills of the federal workforce. The Federal Executive Institute's Center for Executive Leadership serves the senior government leaders, especially alumni of the Leadership for a Democratic Society program, and their agencies. The Center offers a variety of leadership seminars.

The Center for Creative Leadership offers open enrollment leadership seminars for all different levels of management as well as custom programs for individual organizations.

The Brookings Institute will be offering a new ten-month leadership development program in response to an urgent need to develop leaders who can think strategically, inspire staff, operate with integrity, overcome barriers to change and implement public policy with skill and fierce resolve. During the ten-month period, participants will also work on an agency-sponsored problem with the help of a coach. They will be putting leadership and change management principles into practice for the benefit of their sponsoring agency.

References